



A STUDY ON THE RELATIONSHIP OF ACADEMIC ACHIEVEMENT AND SOCIO ECONOMIC STATUS OF HIGHER SECONDARY LEVEL STUDENTS

Mrs. Anamika Das¹ | Dr. Minati Choudhury²

¹ Research Scholar, Department of Education, Gauhati University, Guwahati-14.

² Research Guide, Gauhati University, Guwahati-14.

ABSTRACT

The present study has been undertaken to study the relationship of academic achievement and socio economic status of higher secondary school students. The sample consisted of 100 students of higher secondary final year randomly taken from 10 higher secondary institutions of kamrup rural district. Pearson's coefficient of correlation was used to analyze the data. The study revealed that there exist significant relationship between academic achievement and socio economic status of higher secondary school students of kamrup rural district. It reveals that socio economic status affects academic achievement of the students.

KEY WORDS: academic achievement, socio economic status, higher secondary level.

INTRODUCTION:

Academic achievement is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment in formal education. In fact, there are many factors that contribute to different academic achievement of student. These factors include the parents' socio-economic status, amount of time that parent spent with children, teachers' expectancies and effects of peer relationships and their own self-concept etc.

In Assam higher secondary stage or level is located in higher secondary schools, junior colleges and some degree colleges also. The students of higher secondary level are generally belongs to adolescence period. This adolescence period is very important period in the life of every individual. The period of adolescence has sometimes been viewed as filled with stress and uncertainty about self, riddled with sudden and frequent mood shifts, a time dubbed as the identity crisis. Adolescents often engage in new ways of behaving and thinking that develop greater self-sufficiency, independence, and expressions of familiarity with others as they approach the teen years. It is difficult to find ways to help students do better in school without also exploring ways to help them feel better about themselves as learners. Higher secondary education occupies a great place in the education system of a country. It helps the students to mould their character and personality and prepare them for the future society. It also helps them to give full expression to their abilities. As the students are prepared to receive higher education after this stage, the education at this stage should be framed to help the students acquire both knowledge and skill to lead a better economic life. However the performance (or academic achievement) of students in examinations at +2 stage is being effected by various factors like home environment, socio-economic status, parental education, intelligence and self- concept, school environment, interest etc.

Academic Achievement assumes primary importance in the context of an education system aimed at progressive scholastic development of the child and human resources development at the macro level. The scientific rearing and education of a child is monitored on the basis of his academic achievement. Sound academic records are the pillars on which the entire future personality stands. Academic achievement have always been the centre of educational research and despite varied definitions about the aims of education, the academic development of the child continue to be the primary and most important goal of education. The importance of scholastic and academic achievement has raised important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? In this context, the role of socio-economic status and self-concept cannot be denied as it has a great effect on personality, learning and development of the individual and his academic achievement. Hence, the investigators felt the need to select this vital area for the present investigation.

Socio-Economic Status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education and occupation. SES is a specific background variable that represents a facet of the social structure in society. Importantly, results from multiple studies, using students spanning from pre-school to college-age and of various ethnicities, suggest that family SES affects students' academic achievement. When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, versus with an individual, when their own

attributes are assessed. In other words, socio economic status indicates one's access to collectively desired resources, be they material goods, money, power, friendship networks, healthcare, leisure time, or educational opportunities. And it is access to such resources that enable individuals and/or groups to prosper in the social world. Family socio-economic status affects children's education.

OBJECTIVES:

1. To study the levels of socio economic status of the students of higher secondary level.
2. To study the relationships between academic achievement and socio economic status of students of higher secondary level.

HYPOTHESIS:

- There is no significant relation between academic achievement and socio-economic status of the students at higher secondary level.

METHODOLOGY:

For the present study descriptive survey method is applied, so that pertinent and precise information concerning the current status of phenomena could be obtained.

POPULATION AND SAMPLE:

Population of the present study constitutes all the students of higher secondary final year students of all the Government provincialized higher secondary schools and colleges of Kamrup Rural District of Assam.

A sample of 100 students from 10 institutions is selected by applying simple random sampling technique.

Tools:

1. Socio-economic status scale by Sunil Kumar Upadhyay and Alka Saxena.

STATISTICAL TECHNIQUES:

- Percentage.
- Mean.
- Standard deviation.
- Correlation.
- T-test.

ANALYSIS AND INTERPRETATION OF DATA:

After collection of data for the pilot study, a systematic statistical analysis was made in the light of the objectives set forth for the investigation and discussed as follows:

Objective No 1:

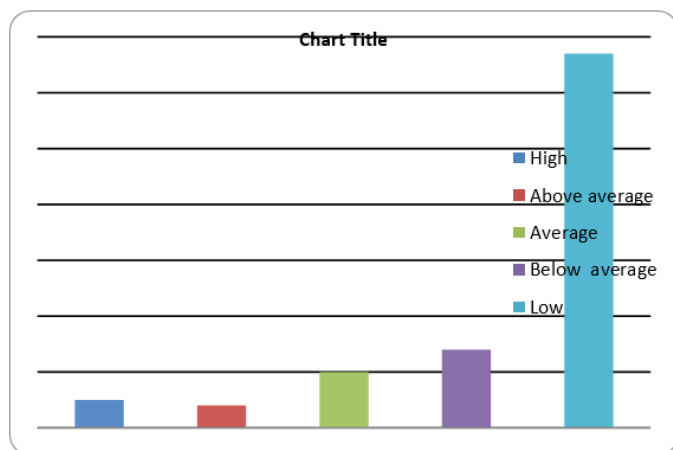
To study the levels of socio-economic status of the students of higher secondary level.

- The socio-economic status scale was applied on a sample of 100 higher secondary final year students of kamrup rural district of age range 16 to 19 years to determine the socio economic status of the students and category wise classification was done.

Table III
Distribution of Students According to the Levels of Socio Economic Status of the Students

Score	Socio-economic status	No of respondents	Percentage
75 or above	High	5	5
Between 62 to 74	Above average	4	4
Between 49 to 61	Average	10	10
Between 36 to 48	Below average	14	14
35 or below	Low	67	67
	Total	100	100

Graphical representation of the percentage of the levels of socio-economic status



Interpretation:

It has been found that 5 percent had high socio-economic status, 4 percent had above average socio economic status and 10 percent had average socio economic status, 14 percent had below average socio economic status and 67 percent had low socio economic status. So it can be interpreted that most of the students had low socio economic status.

Objective No 2:

To study the relationship between academic achievement and socio economic status of students of higher secondary level.

Ho2: There is no significant relation between academic achievement and socio-economic status of the students of higher secondary level.

Table IV
Pearson's "r" and "t" value between Academic Achievement and Socio-Economic Status of the Students

variables	No of students	M	SD	df	r	D of relationship	t value	Remarks
Academic Achievement	100	49.52	13.52	98	0.83	High correlation	14.75	Significant
Socio-economic status	100	37.90	14.35					

Interpretation:

It has been observed that the mean mark of the academic achievement and mean score of socio-economic status are 49.52 and 37.90 and the standard deviations are 13.52 and 14.35 respectively. The coefficient of correlation between academic achievement and socio economic status of the students is 0.83 and since the calculated value of t is 14.75 that is greater than tabulated value at 0.05 levels and 0.01 level of probability of significance. Hence the null Hypothesis is rejected and concluded that there exists significant and positive relationship between academic achievement and socio-economic status of students of higher secondary level of kamrup rural district.

FINDINGS OF THE STUDY:

The following are the major findings of the study:

- From the present study it is found that majority of the students had poor academic achievement in the higher secondary level of kamrup rural district.
- It is found that majority of the students had low socio-economic status of higher secondary level.

3. It is found that the coefficient of correlation between academic achievement and socio economic status is highly and positively significant. It is found that the students whose socio economic status is high their academic achievement is high but the students whose socio economic status is low their academic achievement is also low.

4. It is found that academic achievement is highly affected by socio economic status of students of higher secondary level.

5. A better socio economic status is utmost important for satisfactory academic achievement of the students.

CONCLUSION:

From the present study it can be concluded that socio economic status is a most important factor which highly affects the academic achievement of the students of higher secondary level. So it can be said that academic achievement and socio-economic status are closely related to each other. Academic achievement is highly affected by the socio-economic status of the students of higher secondary level.

EDUCATIONAL IMPLICATIONS AND SUGGESTIONS:

Educational institutions to a great extent are depended on achievement as a measure of pupil's knowledge and skills. Again academic achievement is closely related to socio economic status of the students. So this relationship is the issue that calls for urgent attention of educationist. Financial help may be given to the students of poor economic background, by providing them free books, fee concession, scholarships and free hostel facilities.

REFERENCES:

- Khanna S.D., Saxena V.R., Lamba T.P., Murthy V. (1992): History of Indian Education and 'its Contemporary Problems With special reference to national development, fourth Revised and enlarged Edition, DOABA HOUSE Booksellers and Publishers 1688, NAI SARAK, Delhi.
- Srivastava S.D and Tomar Monica (2007): Secondary Education. Isha books Delhi.
- Barber Eric Mark (2009): The impact of academic self-efficacy and socio- demographic factors on academic achievement of first generation community college students Dissertation, Appalachian state university.
- Barry Jenifer (2005): The effect of socio economic status on academic achievement. Thesis, Wichita state university.
- Blevins M Brent (2009): Effects of socio-economic status on Academic performance in Missouri public schools. Dissertation, Lindenwood University Publication no 3372318. Considine Gillian and
- Zappala Gianni (2002): The influence of social and economic disadvantage in the academic performance of school students in Australia., journal of sociology. Sage journals.
- Das Borbora Rupa (1997): The impact of socio-economy status on the academic achievement of the First Generation Learners (FGLS) Thesis, Gauhati university, Guwahati. Assam.
- Ghaemi Farid and Yazdanpanah, Mahbubeh (2014): The relationship between socio-economic status and Academic achievement in the EFL classroom among Iranian university students. European journal of English language and literature studies vol.2 no.1 pp.49-57 march.
- Hafiz Muhammad, Waqas Rafiq, Tehsin Fatima, Malik Muhammad Sohail, Muhammad Saleem, Muhammad Ali Khan (2013): Parental Involvement and Academic Achievement A Study on Secondary School Students of Lahore, Pakistan. International Journal Humanities and Social Science Vol. 3 No. 8 [Special Issue – April 2013].
- Jabeen Samia, Khan Ahmad Mahmood (2013): A Study on Need Achievement of High and Low Achievers. Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.4.
- Khanna S.D, Saxena V.R, Lamba T.P and Murthy V (1992): History of Indian education and its contemporary problems with special reference to national development. Doaba house booksellers and publishers, Delhi.
- Kumari Archana and Chamundeswari S, (2013): Self-concept and academic achievement of students at higher secondary level. Journal of Sociological Research ISSN 1948-5468, Vol. 4, No.2.
- Marks Gary (1999): The measurement of socio-economic status and social class in the LSAY project. Technical paper no 14. LSAY Publications. Australia.
- Memon G.R, Farooq Muhammad, Oubish J, Khurram shraf Muhammad (2010): Impact of Parental Socio-Economic Status on Students' Educational Achievements at Secondary Schools of District Malir, Karachi, Middle-East Journal of Scientific Research 6(6): 678-687, 2010 ISSN 1990-9233 © IDOSI Publications.
- Mudasir Hafiz and Yvette P. Ford (2013): The Relationship between Socio-Economic Status and the Academic Achievement of Culturally Diverse Students. Dissertation, Kennesaw state university Kennesaw, GA.